

UWUCC Appr 11/16/04
Senate Info 12/17/04

Attachment U

Undergraduate Distance Education Review Form

04-25

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

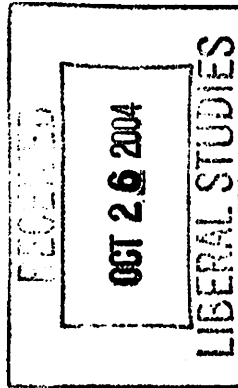
Course: PLSC 250 - Public Policy

Instructor of Record: Susan J. Martin phone: 357-7901 e-mail: smartine@up.edu

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No
2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
3. Are there suitable opportunities for interaction between the instructor and student? Yes No
4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? Yes No



5. **Recommendation:** Positive (The objectives of the course can be met via distance education.)

Negative

[Signature] 10/21/04
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail Sechrist 11/16/04
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

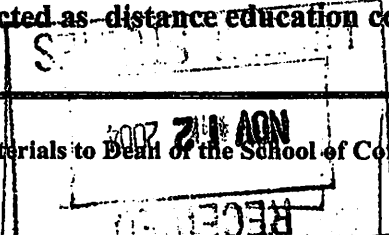
Approved as distance education course

Rejected as distance education course

[Signature] 11/8/04
signature of Provost date

Step Four:

Forward materials to Dean of the School of Continuing Education.



Susan J. Martin

From: "Jean Serio" <JSERIO@iup.edu>
To: <smartin@iup.edu>
Sent: Monday, October 25, 2004 8:12 AM
Attach: Undergraduate DE Review Form.doc; Procedure to Prepare an Exiting Course.doc
Subject: Fw: Summer Distance Education

----- Original Message -----

From: Jean Serio
To: smartin@iup.edu
Cc: Yaw Asamoah ; Steven Jackson
Sent: Friday, October 08, 2004 1:23 PM
Subject: Summer Distance Education

Message from Nicholas Kolb:

Congratulations! Dean Asamoah has selected your course, PLSC 250 Public Policy, to be offered via distance education technologies during Summer School 2005. The course must be completely online and must be capable of enrolling at least 25 students.

The course must be approved by the University-wide Curriculum Committee no later than February 2005. The first step is to develop a syllabus and some representative modules. Then, fill in the attached form and submit the materials to the department curriculum committee. Upon approval, the committee chair should follow the directions on the form.

If you need assistance with the development of the course, contact the IUP Instructional Design Center (www.iup.edu/idc). You can attend the workshops offered by the IDC or ask to meet with Brian Carothers, or any of the instructional designers.

A development stipend will be paid to you soon after the course begins in the summer. If other faculty members shared in the development of the course, the stipend will be shared as directed. In addition to the teaching salary, you will receive \$40 per distance education student.

Thank you for participating in our effort to increase Summer School enrollment. Should you have any questions, feel free to contact me (nekolb@iup.edu).

Nicholas E. Kolb
Associate Provost

P.S. If you are unable to receive approval prior to February, you may list the course on Banner with the designation section 801 to indicate distance education. However, if the course does not earn approval, it will be cancelled and the students notified.

AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Jean Serio
Admin Assistant
Office of Associate Provost
724-357-2209
jserio@iup.edu

October 26, 2004

Course proposal for PLSC 250- Public Policy

Distance Education Format

Susan J. Martin, PH.D. *S. J. Martin*

- I. Please see email from Jean Serio for Nicholas Kolb which provides approval and funding. See Attachment A.
- II. I was trained by Brian Carothers, Instructional Design Center, Stapleton Library, room 112, (724) 357-7726.
- III. Attached is the Undergraduate Distance Education review Form signed by my Chairperson, Dr. Steven Jackson. See Attachment B.
- IV. I have read article 42 approved by APSCUF Representative Council February 22, 2001. I have met all the criteria.
 - a. I am a qualified instructor and I was trained by Brian Carothers on how to create and use Webct. Over the last two years I have put part of four regular courses on Webct, which included discussions, grades, chapter summaries, internet resources, and tests. My students from PLSC 111, PLSC 250, PLSC 371 and PLSC 351 courses used the Webct components while attending class. Webct has been excellent software for our usage.
 - b. Webct is a suitable technology for Distance Learning
 - c. The course is designed for suitable interaction by the professor and the students. Please review the syllabus and problem based exercises. Also, as I have stated, I have used Webct tests with my regular course, PLSC 250,

and it has been an effective method of testing. Also, problem based exercises will be evaluated to determine the students grasp of the subject matter, critical thinking, and ability to articulate the material in an essay.

d. Also, the submission of the student's opinion on four debate issues will also determine the student's ability to digest the material, critically think, and express his/her view in a written essay. Essays will be evaluated for content, clarity, critical thinking, and presentation through a rubric.

- V. Syllabus- See Attachment C. Dates for tests for the students will be inserted in the syllabus before each semester.
- VI. Official Catalogue description. See Attachment D.
- VII. Sample lesson. See Attachment E.

04-25

11/11/04

INDIANA UNIVERSITY OF PENNSYLVANIA

PUBLIC POLICY

**Course: PLSC 250 Section: 001 Semester: Spring, 05 Days: M/W/F
CRN 21038**

Campus: Main Building: Keith 164 Time: 10:30 a.m. – 11:30 a.m.

**Professor: Susan J. Martin Office: 107 Keith Hall Annex
Telephone#: 724-357-7901**

Office Hours: M/W 8:30 a.m. – 9:00 a.m.

**T/Thurs 8:45 a.m. – 9:15 a.m., 11:15 a.m. – 12:45 p.m. and by
appointment**

**Please complete the sign-up sheet on my office door to schedule an
appointment.**

Email: smartin@iup.edu

Goal of the course:

1. To emphasize dynamics of government as they are evidenced in public opinion, pressure groups, political parties, and our governmental institutions: attention also directed toward the political-economical nexus within American society.
2. To introduce the student to the types of public policy, types of government departments and agencies, and to enhance the critical thinking skills needed to analyze the policy making processes. In addition, students will explore the development of public policy structures in the United States in an attempt to understand the integrated nature of modern policy structures and public problems.

Course objectives:

1. To develop the competencies needed to successfully understand policy and program development within government institutions.
Activity: Readings, problem based exercises, and debates
2. To analyze the types of public policy and the processes of policy and program creation in order to make decisions about the management of government organizations.
Activity: Problem based exercises, readings, and debates
3. To employ relevant philosophies as they relate to policy and program analysis from the management perspective.
Activity: Problem based exercises, readings, and debates
4. To utilize knowledge of law, legislation and general policies to identify and explain the various components of the policy and program analysis process.
Activity: Problem based exercises, readings, and debates
5. To be able to communicate the barriers and constraints of the policy-making and policy/program analysis processes.
Activity: Power Point presentation, problem based exercises, debates, and tests

6. To enhance the critical thinking skills necessary to produce the analysis of policy and programs.
Activity: Tests, problem based exercises, and debates
7. To know why leadership skills are critical in the development of public policy structures in the United States.
Activity: Problem based exercises, readings, and debates
8. To research and understand the integrated nature of modern policy structures and public problems.
Activity: Problem based exercises and debates.

Text:

Levine, Carol. **Taking Sides, Clashing Views on Controversial Bioethical Issues**, 10th edition , Guilford, Connecticut, McGraw – Hill/Duskin, Inc., 2004.

Lindblom, Charles E. and Woodhouse, Edward J. **The Policy Making Process**, 3rd edition. Englewood Cliffs, NJ: Prentice Hall, 1993. (L)

Dye, Thomas R. **Understanding Public Policy** , 11th edition, Prentice Hall, Upper Saddle River, NJ, 2004. (D)

Requirements of the Course: Each student is required to read the assigned material for each class before the class meets and is required to participate in the discussion. There will be 10 tests given. A test will be given when a chapter is completed. Also, you will be required to complete a 10 page position paper on a Public Policy issue which you will submit and present to the class during the last days of class. Your topic will be on a specific Public Policy issue and will be approved by the Professor. You will also participate in a debate and give input in three other debates. Your participation, cooperation in class, and your timely submission of your paper will influence your grade. Papers not submitted on time will lose one grade.

Statement of Student Responsibility: I am committed to the principle of active learning. For me, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class. Late arrivals, early departures, and frequent breaks while in class are very disruptive to the class and will reflect negatively in your participation and attendance grade.

Also, on WebCT is a mandatory practice test on the subject matter of this syllabus. The practice test is given to make sure you understand your obligations to the class and to make sure you know how to use WebCT.

Grade: Attendance, which includes being punctual for class, your cooperation and participation in the class is 20% of your grade. Each student starts with 100% for attendance. Eight tests total 50% of your grade. Ten tests will be given. TWO of the tests may be dropped or not taken. Each test is worth 6.25% of your grade. THERE WILL BE NO MAKE UP TEST. Each test is timed for 20 minutes on WebCT and available for a 48 hour period which is noted on this syllabus. The quality and enthusiasm of your debate and your input in the other class debates is 10% of your grade. The position paper and presentation is 20% of your grade.

Undergraduate Students – Grades will be evaluated according to the following scale:

93 – 100	A
83 - 92	B
73 - 82	C
63 – 72	D
Below 63	F

Graduate Students – Grades will be evaluated according to the following scale:

93 – 100	A
83 - 92	B
73 – 82	C

The IUP Council of Trustees approved an Undergraduate Course Attendance Policy on May 13, 1994. Essentially, the University expects students to attend class on a regular basis. As a faculty member, I am expected to address the class attendance issue with students who register for my classes. I expect students to attend class. The interaction and discussion in the class is essential to the students understanding of the material.

Academic Honesty: “Learning , to have true value, must be linked to a sense of honesty and integrity.” A student that submits work that is plagiarized, copied, or that is not uniquely his or her own will fail the course.

Debate Format: When you are not on the debate team, you will submit, on the day of the debate, a one-page summary, which describes both sides of the issues. This summary is completed before the class and is submitted after the debate. You will give your opinion on the issues after the debate. The debate is structured. Each member of the positive side will have 3 minutes to present on the issue. Usually, one of the team presents the issue, the 2nd person elaborates and may present another angle, and the other person or persons may present another angle and summarize that side of the issue. The opposite side has 3 minutes each to ask clarifying questions on what was presented. The opposite side has 3 minutes each to present. The positive side has 3 minutes each to ask

clarifying questions. Each side takes a 4-minute huddle. One person from each side presents a summary statement. All the people in the class are asked for their input.

COURSE OUTLINE:

January 10 Monday	Introduction – Go over syllabus, text, and sign-up for debates and position paper. Complete the Mandatory Syllabus Test before taking Test 1.
January 12 – Wednesday	Ice Breakers – Sign-up for a Debate and the Position Paper Read Chapter 1 Dye
January 14– Friday	Read Chapter 1 Dye and Chapter 1 Lindblom
January 17 – Monday	Holiday
January 19 – Wednesday	Test Chapter 1 Dye WebCT Wednesday, January 19, 6 p.m. to 6 p.m. Friday, January 21, Read Chapter 2 Dye Debate time for teams
January 21 – Friday	Read Chapter 2 Dye and Chapter 2 Lindblom Debate time for teams
January 24 – Monday	Test Chapter 2 Dye WebCT Monday, January 24, 6 p.m. to 6 p.m. Wednesday, January 26, Read Chapter 3 Dye
January 26– Wednesday	Read Chapter 3 Dye
January 28 – Friday	Independent Assignment on WebCT Discussion Read Chapter 3 Dye
January 31 – Monday	Discuss and submit the answers to the Independent WebCT assignment. Read Chapter 12 Dye Test 3 Chapter 3 Dye WebCT Monday, January 31, 6 p.m. to 6 p.m. Wednesday, February 2
February 2– Wednesday	Debate #1 Issue #14 Should Animal Experimentation Be Permitted?
February 4- Friday	Case Study 1 – Work Group
February 7 – Monday	Field trip to the Department of Environmental Protection, Southwest Region. We will leave at 8 a.m. sharp and return at approximately 4 p.m. Vans will be parked in the parking lot in front of the Co-Op bookstore. Free lunch and transportation will be provided. 5 Bonus points for those that attend. A note explaining the trip and your absence will be provided for other professors but they may not excuse you.
February 9 – Wednesday	Chapter 12 Dye
February 11 – Friday	Chapter 4 Lindblom
February 14– Monday	Test 4 Chapter 12 Dye WebCT Monday, February 14, 6 p.m. to 6 p.m. Wednesday, February 16, Read Chapter 5

	Dye
February 16– Wednesday	Debate #2 Issue 21 Should Public Health Be Given Sweeping Powers Over Individual Liberty in a Bioterrorist Threat?
February 18- Friday	Independent Assignment on WebCT Discussion which you will discuss and submit on February 21. Read Chapter 5 Dye
February 21 – Monday	Discuss and submit the answers to the Independent WebCT assignment. Read Chapter 5 Dye and Lindblom
February 23– Wednesday	Read Chapter 6 Lindblom Test 5 Chapter 5 Dye WebCT Wednesday, February 23, 6 p.m. to 6 p.m. Friday, February 25.
February 25 – Friday	Read Chapter 7 Lindblom

February 28 – Monday	Chapter 6 Dye Test Chapter 6 Dye WebCT Monday, February 28, 6 p.m. to 6 p.m. Friday, March 4.,
March 2 – Wednesday	Debate #3 Issue 19 Should There Be Payment for Body Parts?
March 4– Friday	Independent Assignment on WebCT which you will submit and discuss in class on March 16, Read Chapter 7 Dye
March 7 to March 13	Spring Break
March 14 – Monday	Guest Speaker, Dave Washburn, IUP graduate, Advisor to the Minority Leader in the Pennsylvania House of Representatives. Read Chapter 7 Dye
March 16 – Wednesday	Discuss and submit the answers to the Independent WebCT assignment. Read Chapter 7 Dye Test Chapter 7 Dye WebCT Wednesday, March 16, 6 p.m. to 6 p.m. Wednesday, March 23.
March 18 – Friday	Case Study 2
March 21 - Monday	Read Chapter 8 Dye
March 23 – Wednesday	Read Chapter 8 Dye
March 25 – Friday	Read Chapter 8 Dye Test Chapter 8 Dye WebCT Friday, March 25, 6 p.m. to 6 p.m. Tuesday, March 29.
March 28 – Monday	Read Chapter 9 Dye
March 30 – Wednesday	Read Chapter 9 Dye
April 1 – Friday	Case Study 3, WebCT assignment which you will submit and discuss in class on April 4.
April 4 – Monday	Submit Independent Assignment Read Chapter 9 Dye Test Chapter 9 Dye WebCT Monday, April 4, 6 p.m. to 6

	p.m. Wednesday, April 6.
April 6 – Wednesday	Read Chapter 10 Dye
April 8 – Friday	Independent WebCT assignment which you will submit and discuss in class on April 13. Read Chapter 10 Dye Test Chapter 10 Dye WebCT Friday, April 8, 6 p.m. to 6 p.m. Sunday, April 10, Read Chapter 14 Dye
April 11 – Monday	No Class
April 13 – Wednesday	Discuss and submit the answers to the Independent WebCT assignment. Read Chapter 14 Dye
April 15 - Friday	Debate # 4 Issue12 Should Human Stem Cell Research Be Banned?
April 18 – Monday	Guest Speaker, Mr. Matt Waneck, Group Insurance Section Chief, Governor's Office of Administration, IUP graduate, will present and field questions about public policy and public administration.
April 20 – Wednesday	Presentations by students
April 22 – Friday	Presentations by students
April 25 - Monday	Presentations by students
April 27 Wednesday	No class - Reading Day
? final day time?	Presentations by students

DEBATE SUMMARY SHEET

ISSUE: _____

DATE: _____

PRO POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE PRO SIDE:

CON POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE CON SIDE:

YOUR REAL POSITION ON THE ISSUE:

PHYS 475 Physics of Semiconductor Devices I 3c-0l-3cr

Prerequisites: PHYS 231, 242, 342, or permission of instructor
Develops the basic foundation for a study of the theory of semiconductors. Elementary quantum concepts, the band theory of solids, electrical properties of solids, effective mass theory, and principles of semiconductor devices are discussed.

PHYS 476 Physics of Semiconductor Devices II 3c-0l-3cr

Prerequisite: PHYS 475 or permission of instructor
Discusses the physics and operation of a number of discrete devices including: bipolar transistors, MOSFETS, JFETS, CCDs, various diode technologies, photovoltaic and photoconductive devices, solid-state lasers, and light-emitting diodes.

PHYS 480 Seminar var-1cr

Speakers from within and outside the university conduct a seminar on a weekly or biweekly basis on different topics of interest in the physics community.

PHYS 481 Special Topics in Physics var-1-3cr

Prerequisite: As appropriate to course content
Varies from semester to semester and covers diverse topics in specific areas of physics. This course number is also used to offer courses under development.

PHYS 482 Independent Study in Physics var-1-6cr

Prerequisite: Prior approval through advisor, faculty member, department chairperson, dean, and Provost's Office
Students with interest in independent study of a topic not offered in the curriculum may propose a plan of study in conjunction with a faculty member. Approval is based on academic appropriateness and availability of resources. Work is supervised by a Physics faculty member but does not necessarily involve regular lecture or laboratory hours.

PHYS 490 Solid State Physics 3c-0l-3cr

Prerequisites: PHYS 223 and 331
Reciprocal lattice, crystal structure, the quantization of fields to produce quasi-particles such as phonons, magnons, excitons. Fermi gas of electrons, energy bands, semiconductor crystals, and photoconductivity.

PHYS 493 Internship in Physics var-1-3cr

Prerequisites: PHYS 350, completion of 90cr with a minimum 2.5 GPA, and approval of the internship education coordinator
A supervised professional work-experience in physics and applied physics. Location, duties, internship, and hours are individually tailored to the student's career goals. A maximum of 3cr of internship in the student's major may be applied toward the physics major area elective requirements. Additional internship credit must be used as free electives. Evaluation requirements include on-site visitations by the faculty/coordinator, consultation with the on-site supervisor, and a major progress report by the student or the presentation of a detailed oral report before the departmental internship education committee.

PLSC: Political Science
Department of Political Science
College of Humanities and Social Sciences

PLSC 101 World Politics 3c-0l-3cr

An analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze contemporary international politics.

PLSC 111 American Politics 3c-0l-3cr

An introduction to American national government and politics, emphasizing Constitution, party system, Congress, Presidency, courts, and problems in national-state relations, civil rights, foreign policy, and social and economic policies.

PLSC 250 Public Policy 3c-0l-3cr

Emphasizes dynamics of government as they are evidenced in public opinion, pressure groups, political parties, and our governmental institutions; attention also directed toward the political-economical nexus within American society.

PLSC 251 State and Local Political Systems 3c-0l-3cr

Institutions and processes of state and local governments, with special attention to Pennsylvania; emphasis on the nature of federalism, state constitutions, and role of state and local government in an urban society.

PLSC 280 Comparative Government I: Western Political Systems 3c-0l-3cr

Analyzes Western political systems with emphasis upon major contemporary democratic governments of Europe. Analyzes and compares their political cultures, political institutions, and political processes.

PLSC 281 Special Topics var-1-3cr

Prerequisite: As appropriate to course content
Special topics are offered on an experimental or temporary basis to explore topics not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 281 are offered primarily for lower-level undergraduate students.

PLSC 282 International Relations 3c-0l-3cr

Provides a conceptual framework for understanding sovereignty, nationalism, power, security, dispute settlement, and diplomatic, legal, economic, and military relations of nation-states.

PLSC 283 American Foreign Policy 3c-0l-3cr

Examines formulation and execution of American foreign policy, with attention to governmental institutions, mass media, interest groups, and public opinion; emphasizes contemporary problems.

PLSC 285 Comparative Government II: Non-Western Political Systems 3c-0l-3cr

Analyzes major non-Western political systems with emphasis upon authoritarian and totalitarian systems. Analyzes and compares in a systematic manner their political cultures, political institutions, and political processes.

PLSC 300 Research Methods in Political Science 3c-0l-3cr

Prerequisite: PLSC 101 or 111
An examination of the application of the scientific approach to the investigation of social and political phenomena. Concentrates on approaches, methods, and computer tools. All political science majors and minors are strongly urged to enroll.

PLSC 320 International Law 3c-0l-3cr

Prerequisites: PLSC 101, 281, or permission of instructor
The study of the development, nature, and function of international law, including recent trends.

PLSC 321 International Organizations 3c-0l-3cr

Prerequisites: PLSC 101, 281, or permission of instructor
An inquiry into purposes, structures, and actions of contemporary international political organizations, such as United Nations, regional, and functional organizations.

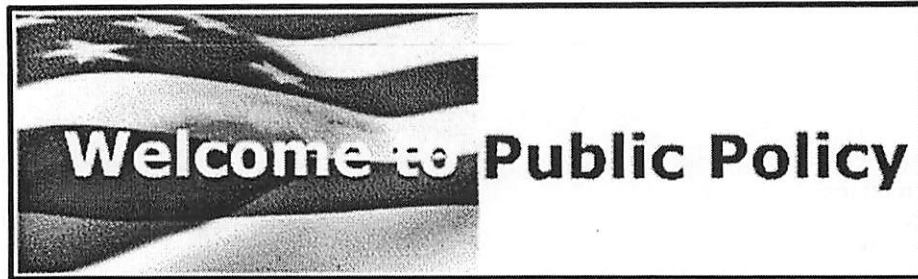
PLSC 346 Political Sociology 3c-0l-3cr

Prerequisites: PLSC 111, SOC 151
Examines (a) who controls the state and state policy, (b) the role the state plays in stabilizing capitalism and protecting the power of the upper class, (c) the political activities of the middle and upper class, (d) labor, civil rights, welfare rights, and social movements in America. Cross-listed as SOC 458.

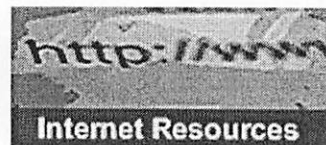
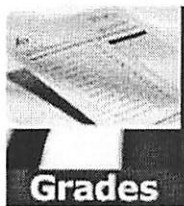
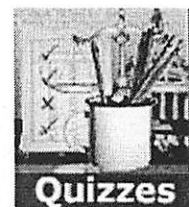
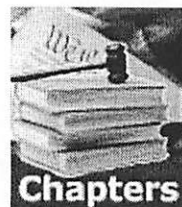
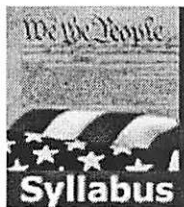
PLSC 350 The Presidency 3c-0l-3cr

An examination of the Office of President, with attention to constitutional foundations, evolution, structure, powers, and functions; some comparisons

Homepage
Quizzes
Syllabus
My Grades
Analyzing Cases
Discussion
Group Work Instructions
Internet Resources
American Politics Links



This Course emphasizes dynamics of government as they are evidenced in public opinion, pressure groups, political parties, and our governmental institutions; attention also directed toward the political-economical nexus within American society.



Internet Sites that will assist you with your research.

www.state.pa.us	Pennsylvania State Government home page
www.house.gov	U. S. House of Representatives
www.senate.gov	U. S. Senate
www.dnet.org	Candidate's background
www.fec.gov	Campaign Financing
www.opensecrets.org	Documents on Campaign Financing
www.c-span.org	C-Span
www.cq.com/home/home.jsp	Congressional Quarterly
www.rollcall.com	U. S. Congress Roll Call
www.hillnews.com	U. S. Hill
www.epa.gov	U. S. Environmental Protection Agency
www.energy.gov	U.S. Department of Energy
www.doi.gov	U. S. Department of Interior
www.gao.gov	U. S. General Accounting Office
www.usda.gov	U. S. Department of Agriculture
www.nrc.gov	U. S. Nuclear Regulatory Commission
www.rff.org	Resources for the future
www.environmentaldefense.org	Environmental Defense
www.nrdc.org	Natural Resource Defense Council
www.nam.org	National Association of Manufacturers
www.sierraclub.org	Sierra Club
www.ucsusa.org	Union of Concerned Citizens
www.heritage.org	Heritage Foundation
www.cato.org	Cato Institute
www.cei.org	Competitive Enterprise Institute
www.cnie.org	National Council for Science and the Environment
http://apsapolicysection.org/index.html	American Political Science Association
www.firstgov.gov/Citizen/Citizen_Gateway.shtml	Citizens gateway
www.ipsonet.org/page.cgi	Policy Studies home page.
www.napawash.org	National Academy of Public Administration
www.polisci.com/web/web.htm	Portal to government organizations.
www.apsanet.org	American Political Science Association with public policy.
www.firstgov.gov	Federal Government Sites
www.fsuedu/~spap/orgs/apsa.html	Public Policy site – APSA
www.ipsonet.org/page.cgi	Policy Studies home page.
www.policylibrary.com/index.html	Policy Library home page.

www.publicagenda.org	Diverse policies and public opinion surveys..
http://thomas.loc.gov	Library of Congress's search engine
www.ciser.cornell.edu/info/polls.html	Links to all major public opinion polls
www.csg.org	Council of State Governments
www.publicagenda.org	Research Organization
www.uscourts.gov	U. S. Judiciary
www.whitehouse.gov	U. S. Whitehouse
http://cms.hhs.gov	Health care programs
http://movingideas.org/links/healthlinks.html	Various health links
www.aahp.org	American Association of Health Plans
www.achoo.com/main.asp	Achoo, a web magazine on health care news.
www.citizen.org/hrg	Public Citizen's Health Research Group site.
www.hiaa.org	Health Insurance Association
www.kaisernetwork.org	Timely health care news.
www.kff.org	Kaiser Family Foundation – health care news.
www.milbank.org/quarterly/links.html	Health care policy journals.
www.rwif.org/index.jsp	Robert Woods Johnson Foundation progressive learning on health care issues.
http://edreform.com	Support for teachers.
http://nces.ed.gov	Education Statistics
www.acenet.org	American Council of Education
www.aft.org	American Federation of Teachers
www.ed.gov	U. S. Department of Education
www.edtrust.org/edtrusthome.htm	Statistics on schools in low income areas.
www.heritage.org/library/education.html	Education Policy
www.nbpts.org/nbpts	National Board for Professional Teaching
www.nea.org	Teachers' organization
www.pta.org/index.stm	Parents and Teachers' Organization
www.nber.org	National Bureau of Economic Research
www.taxfoundation.org	Tax Foundation
www.concordcoalition.org	Concord Coalition
www.whitehouse.gov/cea/index.html	Council of Economic Advisors
www.cbpp.org	Center on Budget and Policy Priorities

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Departments

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and
Suggestions

Finding Information in American Politics

Government and commercial publications which document the work of the government are essential to those who wish to understand the U.S. govern

Background information on Government Agencies and Congressional Activ

- United States Government Manual—information on structure and activities of federal government. Ask at the reference desk in Stapleton Library for paper €
- Agency web sites--most government bodies have their own web sites that are sources of information on their mission, personnel, and services.
- Congressional Directory. Directory of members of Congress. Ask at reference desk for most recent copy in Stapleton Library.
- House of Representatives Web Page
- Senate Web Page
- Congressional Record—proceedings of debates and daily digest of the United States House and Senate.
- *Congressional Digest*—located in the Serials Department, this publications provide information on Congressional Activity.
- Thomas-- this frequently updated sites provides information on the text and status of proposed and passed federal legislation
- CIS Index The hearings, documents, and reports of the United States Senate and House of Representatives provide valuable, authoritative information on nearly any topic, but can be difficult to locate. The *CIS Index* analyzes and reprints in its collection, the publications created through the activities of Congress and makes them much easier. To access the bibliographic records, descriptive annotations, and the actual publication on microfiche:
 - Consult the index under subject, title, or name, and record the entry number
 - Look in the abstract volume under the entry number and read the abstract
 - If you want to read the publication microfiche, request it in the Serials Department by the collection name (CIS) entry number, and year of the publication
- *Congressional Quarterly's Washington Information Directory*—contains information on the structure and activities of the federal government as well as government-related organizations. Ask at the reference desk in Stapleton Library
- Congressional Districts and Apportionment--the decennial census (every ten years) has been taken since 1790 to determine population on which to reapportion the House of Representatives. See the following publication by the Bureau of the Census to learn about trends in apportionment in the last few decades
<http://www.census.gov/prod/2001pubs/c2kbr01-7.pdf>

Statistical Information:

- *Statistical Abstract of the United States*- This statistical almanac offers easy access to both commercial and governmentally produced statistics. Some versions available on the web at: <http://www.census.gov/prod/www/statistical-abstract-us.html>

Codes and Regulations:

- *United States Code*—lists current federal laws in order by subject. [REF] K44 . available through Lexis Nexis/Legal Research/Federal Code
- Code of Federal Regulations—current regulations which have the force of law Government Documents Section AE 2.106/3: Also available on the Internet a Nexis/Legal Research/Federal Regulations

Elections

- Federal Elections Commission (FEC) is an independent regulatory agency de: disclose campaign finance information, to enforce the provisions of the law su limits and prohibitions on contributions, and to oversee the public funding of Presidential elections.

Public Affairs

- *Public Affairs Information Service*-- index provides access to the literature of p affairs—current issues and actions that affect world communities, countries, p and governments. [INDEX] H96 .P9

Other useful links:

- [Uncle Sam's Migrating Government Publications](#) Links to the full-text of many government publications now available in electronic format.
- [Government Information in Stapleton Library and on the WWW](#)

Search engines which search retrieve government websites:

- Google UncleSam <http://www.google.com/unclesam>
- Firstgov <http://www.firstgov.com/>

Questions or comments concerning this page should be directed to [Theresa McDevitt](#) Correspondence regarding this site should be sent to its maintainer, Ed Zimmerman, edzimmer@iup.edu . Please see IUP's [statement](#) regarding pages that do not officia represent the university. Revised on 04/25/03.

Group Work that Works

By Kina S. Mallard
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Group work effectively engages students in active learning, but it needs to see the connection between their work in groups and the course/lecture content. Consider these steps when preparing group work activities for use in class:

Preparation

1. Look at your learning objectives and determine if these objectives can best be met with a group exercise or small group discussion.
2. Decide on the appropriate method – case study, guided discussions, group quizzes, etc.
3. Plan when to use group work and budget enough time so that groups can complete the task and share the results with the rest of the class.

Process

Group work in your class may be seen as a waste of time if you don't adequately prepare and follow the four "R's" of Process:

Reason – Be sure you understand and can articulate clearly to your class the reason they are doing group work. Tie the activity to the learning objectives for the unit.

Roles – To keep the discussion on task and encourage participation of all members, each member should have an assigned role. Roles should rotate with each group activity so that each student in the group gets experience with each role. The roles will vary depending on the activity, but here are group roles essential to the success of most group activities.

- *Facilitator* – responsible for keeping the conversation going, for calling on the quiet members and for helping to monitor those that tend to monopolize the conversation.
- *Recorder* – participates by taking legible, comprehensive notes about the discussion. Oral participation is limited, but the role is important because the group needs a record of main points and decisions.
- *Reporter* – responsible for taking the recorder's notes and reporting to the large group the results of the group's discussion.
- *Participants* – responsible for addressing the issues/questions in a timely manner. They should listen carefully to others, synthesize mentally what has been said, help the facilitator guide the discussion and summarize group progress regularly.

Rhythm – Small groups need to develop a rhythm. When divided into groups, the class should be noisy, energetic, and excited. The following strategies may be used to keep the group work active, engaging, and dynamic.

- *The Talking Stick*: When some members of the group are not participating, the facilitator can introduce a talking stick (this can be a pencil). When in possession of the talking stick, the member must talk for at least one to two minutes. Then the member hands the talking stick to someone else and that person must talk for one to two minutes. Only the person with the talking stick can talk. The talking stick helps members to pay closer attention to the conversation and encourages succinct and appropriate contributions.
- *The Paper Clips*: When a group is having trouble with one person monopolizing the conversation, the facilitator may give each member three to five paperclips. Each time a group member talks, he/she must put one paperclip in the middle of the table. When a member runs out of paperclips, he/she cannot say anything else. As a result of this exercise, talkative group members begin to self-monitor – contributing only what they perceive to be important comments. Once the talkative members have lost their paper clips, the quieter members set up to the plate and complete the task.
- *The Kitchen Timer*: To help the facilitator keep the group on task, use a kitchen timer. Tell the groups they have a set amount of time and that when they hear the timer, they have two minutes left to help the reporter prepare the group's report.

Response – The response part of group work is key.

- *Response of the reporter*
 - Repeating the question or issue assigned to the group.
 - Revealing the solution or consensus of the group.
 - Reviewing the aspects of the discussion process that might be pertinent to the larger group.
- *Response by the class/instructor*
 - Positive feedback. Respondents should find something positive to say either about the results, report, or process of the group.
 - Honest evaluation. If the group misses the mark or provides a poor model of group process, the

class and/or instructor needs to correct the errors. While this may be difficult to do, it is important for effective learning. The other groups will expect their classmates to be held accountable for both their answers and their effectiveness as a group.

In-class group work is more than a break from lecturing. It is more than an excuse for the professor to get a cup of coffee. It is an intentional learning strategy that must be carefully prepared and executed. When a small group work is implemented successfully, students retain more. Group work also increases socialization in class and studies show that socialization is positively related to class attendance, formation of study groups or study partners outside of class, and test grades. With in-class group work, no one gets left behind, everyone participates, and everyone learns!

Please Read this page Completely!

Please Read the following page titled "Before you start the quiz" in its entirety before pressing the "Begin quiz" button!

NOTE:

Each quiz is twenty minutes in length.

Your quiz is active until you click the "Finish" button.

If you are taking a quiz and your computer freezes and you need to restart, log onto your course, and resume your quiz you will lose the time it takes you to resume.

This rule is equivalent to a scheduled traditional classroom quiz.

If you have one attempt to enter a classroom to take a twenty minute quiz and your pencil breaks ten minutes into your quiz and you need to re-sharpen it. You can continue with your quiz, but the time it takes for you to re-sharpen your pencil is deducted off the twenty minutes you are allocated for the quiz.

Once time has expired you will not be able to submit any answers so please pay careful attention to the time while taking your quiz. To assure your quiz time is correct occasionally hold down the Shift key and hit the F5 key on your keyboard to manually refresh the browser screen.

You can answer quiz questions by clicking on the button next to your answer choice then click on the "Save answer" button.

You can change an answer to a previously answered question but remember to re-click the "Save answer" button.

After you complete answering all questions click the "Finish" button.

Once you click the "Finish" button your quiz is over and you will not be able to access it again.

Honor Statement:

1. I the student taking this quiz am properly registered for this course and am the student whose name appears at the top of this quiz.
2. I also acknowledge that during the time I am taking this quiz I have no outside help from any other person in developing my answers to the questions.
3. I also agree that during the taking of this quiz and after I have completed and submitted my quiz I will not share information about the quiz, including the questions with anyone else.
4. I further agree that if I violate any aspects of this code either in form or spirit that I am subject to a failing grade on this quiz and a failing grade in the course. In addition the instructor may file charges against me with the judicial board.

0 Available 0 Due soon

Display:

October 22, 2004 2:34pm

Mandatory Public Policy Quiz

Availability: May 12, 2003 6:00pm - May 31, 2003 6:00pm

Duration: 20 minutes Grade: --- / 10

Attempts: 0 completed, 1 remaining

Chapter 1

Availability: May 13, 2003 6:00pm - May 15, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Chapter 2

Availability: May 14, 2003 6:00pm - May 16, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 3

Availability: May 19, 2003 6:00pm - May 21, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 12

Availability: May 19, 2003 6:00pm - May 21, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 5

Availability: May 20, 2003 6:00pm - May 22, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 6

Availability: May 22, 2003 6:00pm - May 24, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 7

Availability: May 23, 2003 6:00pm - May 25, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 8

Availability: May 27, 2003 6:00pm - May 29, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 9

Availability: May 28, 2003 6:00pm - May 31, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 10

Availability: May 28, 2003 6:00pm - May 31, 2003 6:00pm

Duration: 20 minutes Grade: --- / 25

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Chapter 14

Availability: Unavailable

Duration: 20 minutes Grade: --- / 25

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Topic	Unread	Total	Status
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Notes	0	0	public, unlocked
Group 1 all students	0	0	private, unlocked
All	0	8	---

Subject: Exercise # 1 rev

 Message no. 25**Author:** Susan Martin (PLSC250SM_DE)**Date:** Sunday, October 24, 2004 11:00am

1st Assignment for on-line course
Individual or group assignment

Chapters 1, 2, and 3 Dye

As a recent graduate of a University, you landed a job in Governor's Office of Public Policy Development. Your first assignment is to put together a power point presentation describing the different types of public policy, who makes it, how it is made, and the different types of department or agencies and their functions. (If you do not have the Power Point software, please type your presentation as if you were presenting slides.)



Subject: Exercise # 4 for Chap12



Message no. 26


Author: Susan Martin (PLSC250SM_DE)

Date: Sunday, October 24, 2004 11:05am.

Chapter 12 Dye, Individual exercise which deals with
Federalism, the Separation of power, and the Bill of Rights/Civil Liberties

Public dissatisfaction with unwanted solicitation by telemarketers.

A solution was presented by both Federal and State governments to have
citizens enroll on a do not call lists in order to stop unwanted solicitations from
telemarketers. As a Supreme Court Justice what would be your call on the
constitutionality of the legislation? Why?



Subject: Discussion Exercise #5 r


 Message no. 19**Author:** Susan Martin (PLSC250SM_DE)**Date:** Tuesday, January 20, 2004 9:16am

Individual or group exercise which deals with the bureaucracy, health and welfare public policy, public relations, and the media.

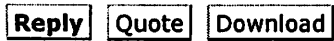
Chapters 5 and 10 Dye, Health Department and the Department of Environmental Protection

Control the deaths from West Nile Disease.

Deaths, related to West Nile Disease during the spring and summer of 2003, have increased by 50%. Several solutions have been proposed. One solution is to try to eliminate mosquito breeding areas. Another is to use an insecticide spray in populated areas to decrease the population of mosquitoes. Is West Nile really a problem for humans? What will you do as the Secretary of Department of Health and Human Services to ensure the health of the people of United States of America?



Subject: Discussion Exercise #6 r



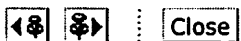
Message no. 20

Author: Susan Martin (PLSC250SM_DE)

Date: Tuesday, January 20, 2004 9:20am

Chapter 6 Dye, Education
Inequality in the Pennsylvania Educational System

Presently, across the State of Pennsylvania education is funded by local property taxes collected in a school district. Only property taxes collected in a particular school district are used to fund that particular school district. Some school districts have poor funds because the property values are low and do not produce a lot of revenues from the property taxes. Also, many of the homes are vacant and boarded-up and produce no local property tax revenues for that school district. While other school districts receive tremendous amounts of revenues from property taxes from affluent citizens in expensive homes with high property taxes. The differences in the tax base are creating a huge difference in the quality of education between the students in the same county. Some students in poor districts do not have books or books are outdated while students in wealthy neighborhoods have two sets of books. One set is given to the student to be left at home to save the student from carrying heavy books to and from school. As the Governor of Pennsylvania how will you address this problem? What departments will you work with in Pennsylvania to get a handle on the problem? How will you resolve the inequity among the students of Pennsylvania?



Subject: Discussion Exercise # 7

 Message no. 12**Author:** Susan Martin (PLSC250SM_DE)**Date:** Wednesday, November 19, 2003 12:18pm

Issued 11/18/03

Susan J. Martin, Ph.D.

Chapters 7 and 9 Dye, Immigration, Trading, and Economic Policy

During President Clinton's administration, NAFTA was enacted. Many union workers were opposed to NAFTA but the corporate community won over the unions and NAFTA became law in 1993. As the Union President of American Autoworkers what issues are you faced with and what proactive measures should you be initiating?



Subject: Exercise # 8 rev

  ...

Message no. 27


Author: Susan Martin (PLSC250SM_DE)


Date: Sunday, October 24, 2004 11:18am

Chapter 7 and 8 Dye, Economic Policy and Taxes

Fiscal Policy which decreases taxes

President George W. Bush pushed through legislation decreasing taxes over the next few years by over a trillion dollars. Some proponents of this fiscal policy say his action will increase citizens' discretionary money and will help to stimulate the economy. Opponents say that this is a give a way to the rich and the poor will suffer over the next generations because of the increased deficit spending. As a United States citizen who works to support a family and is concerned about the operation of the government and its policies what will be your input and considerations? Will you vote in 2004 for George W. Bush and why?

  ...

Subject: Discussion Exercise # 9 **Message no. 11****Author:** Susan Martin (PLSC250SM_DE)**Date:** Wednesday, November 19, 2003 12:16pm


Issued 11/18/03


Susan J. Martin, Ph.D.

Chapter 9 Dye, Immigration and Trading and the Taking Sides book

Should Immigration Be More Restrictive in the United States

Today, roughly one million people per year are admitted "legally" to the United States of America. There is estimated to be eight to ten million "illegal" immigrants in the United States of America. Opponents of open immigration policies complain that immigrants take jobs and lower wages of American workers. Proponents state that Americans don't want the service jobs and immigrants are needed in the United States to supply the workers for these jobs. As a student and a potential job seeker what do you need to understand about the immigration laws? How do immigration laws affect you as a student? What is your position on immigration laws today?



Subject: Discussion Exercise # 10 and # 12 r **Message no. 21****Author:** Susan Martin (PLSC250SM_DE)**Date:** Tuesday, January 20, 2004 9:22am

Chapters 10 and 12 Dye, Environmental Public Policies, realistic laws, local tax laws and state property laws.

State Government Regulatory Departments, Land usage govern by zoning regulations, Local rules, Real Estate Issues, waste disposal, business law, and future consequences.

A citizen investment in a property and his goal to start a business.

Mr. Jones is in the process of purchasing a 100 acre property which is priced reasonably because it is being sold "as is". The owner is not willing to do any modifications to the property. After walking the property Mr. Jones noticed that there a about 150 tires thrown in a hollow. Also, there was a lot of swamp water about 60 feet from the main building. Other debris on the property consisted of fallen trees, large amounts of brush, approximately a dozen 40 gallon rusted drums of some fluid scattered over the property, a dozen rusted vehicles and large pieces of old machinery, a few old sofas, dozens of 40 gallon plastic bags of trash, and old bathroom fixtures and shower stalls.

Mr. Jones felt he could burn most of the debris. His goal was to set-up a log cutting operation and sell fire wood for his livelihood. Mr. Jones doesn't know much about public policies and he believes that the 100 acre property is a good deal for \$400,000. Mr. Jones has recently inherited \$150,000 from a rich uncle. Mr. Jones has 6 weeks before he makes settlement on the property. Mr. Jones has asked you to invest in his business. What would be your concerns?



Implementation of Distance Education Article 42

Approved by APSCUF Representative Council December 14, 2000

Approved by APSCUF Representative Council February 22, 2001

While Article 42 of the CBA concerns distance education, the procedure in this policy pertains to section E of the article – Course Approval. Article 42 defines distance education as...”mediated communication/instruction between faculty member(s) and student(s) other than when faculty member(s) and student(s) are physically present in the same classroom.” In accordance with the definition, this policy applies to all courses where more than one-third of the contact hours are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus. If distance education technologies are used for less than one-third of classroom hours, this policy and compensation process are not applicable. Furthermore, when more than one-third of the courses required in a graduate degree or certificate program are designated “distance education” courses, as defined above, a program revision proposal must be approved through the graduate peer review process.

The CBA specifically states that “distance education shall not include instruction at multiple locations on the same campus” (Article 42, A-1). Courses offered via technology to students at branch campuses and other off-site locations are considered distance education courses. In addition, several courses by design have for quit some time required students to pursue their studies outside of the classroom and are specifically addressed in the CBA. Therefore, the following are exceptions to the above policy and are not considered distance education courses:

clinical experience	internship	cooperative education
practicum	student teaching	independent study
individualized instruction	thesis and dissertation	

Curriculum Approval for Existing and Special Topics Courses

This procedure pertains to the method of delivery and quality of instruction. Note that although special topics courses are treated in the same manner as existing courses, curriculum committee policy, which prohibits the scheduling of a special topics course more than three times, will be enforced.

A course proposal, which includes sample module(s), will be made available for review and recommendation to the departmental curriculum committee. Given that thirty calendar days are allowed for the review process, the department recommendation and course syllabus (for special topics courses only) are forwarded simultaneously to the University-Wide Undergraduate Curriculum Committee or Graduate Committee for review and recommendation, and to the President or designee. Information copies are also sent to the college curriculum committee, college dean, Dean of the School of Continuing Education, and if applicable, the Dean of Graduate School and Research. After considering the recommendations, the President or designee shall announce a decision prior o the deadline.

The department shall conduct a review, using the form provided by the university-wide committee (see Appendix) as a guide. The following criteria listed under Article 42, Section E appear on the form:

- a) a qualified instructor;
- b) use of suitable technology as a substitute for the traditional classroom;

- c) suitable opportunity for interaction between instructor and student;
- d) suitable evaluation of student achievement by the instructor; and integrity of the evaluation methods used.

The President or designee is to receive the proposal and any recommendations from the department curriculum committee and from the University-Wide Undergraduate Curriculum Committee or Graduate Committee no later than twenty-four calendar days after the University-Wide Undergraduate Curriculum Committee or Graduate Committee receives the department proposal with recommendation. The President or designee will announce final disposition of the proposal within thirty days after the University-Wide Undergraduate Curriculum Committee or Graduate Committee receives the department proposal with recommendation. In order for a recommendation to be considered by the President or designee, it must be received by the twenty-four calendar-day deadline, excluding breaks, during the fall and spring semesters. If the President or designee has not received information from one of the two committees, he/she may grant temporary approval to offer the course one time.

Curriculum Approval for New Courses

New credit bearing courses, which may be offered through distance education, must be approved through the normal course approval procedure of the University, which shall incorporate the criteria in CBA Article 42 E.

- Note:
1. Existing courses offered via distance education technologies prior to April 30, 2001 may continue as approved distance education courses without additional review.
 2. For the purpose of the Article 42 preparation payment, a Special Topics course that is later approved through the curricular process is considered the same course if not significantly changed since the first time it was offered.

Approval to Schedule Distance Education Courses

Curriculum approval of a new or existing course for distance education delivery does not assure that the course will be listed on the schedule. Prior to taking the first step in adapting an existing course or developing a new course that uses distance education technologies, the faculty member shall consult with his/her department chair and dean to ascertain whether or not projected enrollment and technical infrastructure are sufficient to support the endeavor.

Because of such additional costs as the preparation compensation, off-site student fee, and technical assistance for the faculty member and students, every distance education course must receive budget approval from the dean of the college or the Dean of the School of Continuing Education, as appropriate, prior to review by the department curriculum committee. Moreover, approval for the distance education course must be obtained from the dean of the college or the Dean of the School of Continuing Education, as appropriate, prior to the start of classes each semester the course is offered.

Compensation

Preparation compensation is made in accordance with Article 42. Faculty members who share in the development of a course will share in the stipend as determined by the faculty members.